

Textbook Alignment to the Utah 4th Grade PE Core Curriculum

Rubric for “Recommended Primary” Materials

Title _____ ISBN# _____			
Publisher: _____			
Name of Person(s) conducting alignment and evaluation: _____			
Overall percentage of coverage of the Utah State Core Curriculum: _____ %			
Standard I: Students will value physical activity for health, enjoyment, challenge, self expression, and/or social interaction.			
Percentage of coverage for Standard I: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Indicate how physical activity provides an opportunity for enjoyment and self-expression.	a. Identify and express feelings resulting from challenges and successes.		
	b. Choose activities that can be enjoyed alone and activities that include others.		
	c. Select activities that are personally interesting and rewarding.		
	d. Celebrate successes and achievements of self as well as those of others.		

Objective 2: Practice appropriate risk taking.	a. Describe the importance of using sunscreen and protective clothing while participating in outdoor activities.		
	b. Describe safety precautions associated with activity selection.		
	c. Demonstrate persistence in skill development when not successful on the first attempt.		
	d. Participate willingly in new activities.		

Standard II: Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Percentage of coverage for Standard II: %

Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Demonstrate responsible social behavior in physical activity settings.	a. Demonstrate personal responsibility for rules and procedures (e.g., manage equipment, stay on task, play fairly, and look out for the safety of self and others).		
	b. Work cooperatively and productively (e.g., listen to instructions, organize and begin activities promptly, include all members of a group).		
	c. Demonstrate conflict management skills (e.g., identify behaviors that might create conflict, predict consequences of conflict, and		

	consider acceptable methods for managing it).		
	d. Demonstrate support for others (e.g., provide encouragement, give skill cues, assist other students).		
Objective 2: Recognize the attributes that individuals bring to group activities.	a. Show respect for people of different backgrounds and skill levels and the cultural significance of various activities.		
	b. Demonstrate acceptance of skills and abilities of others through verbal and nonverbal behavior (e.g., praise, modification of activities, and positive gestures).		
Standard III: Students will understand and apply the health-enhancing benefits of physical activity and proper nutrition.			
Percentage of coverage for Standard III: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage
Objective 1: Demonstrate and apply knowledge of physical fitness.	a. Identify the components of health-related fitness (e.g., cardiovascular endurance, muscular strength and endurance, flexibility, and body composition).		
	b. Describe the healthful benefits that result from regular and appropriate participation in physical activity.		
	c. Maintain continuous aerobic activity for a specified time.		

Objective 2: Describe how proper nutrition affects health and physical fitness.	a. Identify and determine the functions of key vitamins and minerals vital to a healthy body (e.g., vitamins B and C, minerals, calcium, iron).		
	b. Describe nutritional problems related to vitamin and/or mineral deficiencies.		
	c. Describe the benefits of proper nutrition and exercise.		
	d. Explain the role that heredity plays in growth and development.		
	e. Design a balanced eating plan based on the Food Pyramid (http://www.mypyramid.gov).		
Objective 3: Use personal fitness assessment data to enhance understanding of physical fitness and to improve personal fitness levels.	a. Identify how cardiovascular fitness is achieved and maintained.		
	b. Monitor heart rate before, during, and after activity.		
	c. Apply data from a standardized health-related fitness assessment to determine personal fitness goals (e.g., FitnessGram, President's Challenge, and Physical Best).		
	d. Apply the FITT (Frequency, Intensity, Time, Type) Principle of Training to implement personal fitness goals and to identify personal strengths and areas for improvement.		

Objective 4: Participate in a variety of moderate to vigorous physical activities.	a. Identify daily activities that improve physical fitness (e.g., using stairs instead of an elevator, riding a bike instead of riding in a bus or car, playing outside instead of watching television or playing computer games).		
	b. Participate in activities that improve cardiovascular endurance (e.g., running, power walking, in-line skating, swimming, hiking, bicycling, aerobic dancing, and cross-country skiing).		
	c. Participate in activities that improve flexibility at major joints (e.g., stretching after warm-up activities).		
	d. Participate in activities that improve muscular strength and endurance (e.g., push-ups, pull-ups, curl-ups, toe raises, lunges).		
	e. Participate in regular physical activity at home, at school, and in the community.		
Standard IV: Students will demonstrate competency in knowledge and movement skills needed to perform a variety of physical education activities.			
Percentage of coverage for Standard IV: %			
Objectives	Indicators	If covered, appropriate page #'s	Comments on coverage

Objective 1: Apply movement principles and skills in small group activities.	a. Review the basic movement skills (e.g., walking, running, skipping, jumping, hopping, sliding leaping, galloping).		
	b. Identify teaching cues to improve personal performance and to provide feedback to others with the aid of peer and self-assessment.		
	c. Demonstrate the follow through in various sports skills (e.g., overhead throw, football pass, basketball set shot, soccer kick).		
	d. Demonstrate correct form in various manipulative skills (e.g., basketball and soccer dribble, etc.).		
Objective 2: Demonstrate a variety of skills in sports and game activities.	a. Describe the basic rules of various sports and activities (e.g., basketball, soccer, flag football, volleyball, softball, and others).		
	b. Perform throwing, catching, and kicking skills in game and modified sports activities (e.g., throw to a partner while he/she runs to catch; dribble and pass a soccer/basketball to a moving receiver; catch a thrown object; continuously strike a ball against a backboard or wall using a bat, racquet, or one's hand, foot, arm, or leg).		

	c. Demonstrate moving to a rhythm in a variety of multicultural and American dances, creating shapes, levels, pathways, and movement patterns that have an apparent beginning, middle, and end.		
	d. Demonstrate smooth sequences that combine four or more of the following movements: balancing, jumping/landing, twisting, turning, stretching, and other types of weight transfer.		

General Rubric

Review Category Curriculum Content Coverage	High Quality - 3	2	1	0	NA	Comments
Content matches the standards and objectives of the Utah Core Curriculum.	80% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	70% of the Utah Core and objectives are covered. Objectives are clearly stated with measurable outcomes.	50% of the Utah Core and objectives are covered.	Less than 50% of the Utah Core and objectives are covered		
Content is delivered in an appropriate sequence.	80% of the program content is covered in an appropriate sequence matching the Utah Core.	70% of the program content is covered in an appropriate sequence matching the Utah Core.	50% of the program content is covered in an appropriate sequence matching the Utah Core.	Less than 50% of the program content is covered in an appropriate sequence matching the Utah Core.		
Content is covered with appropriate depth.	The program provides 80% or	The program provides 70% or	The program provides 50% or less	The program lacks the necessary depth		

	more of the necessary depth needed for appropriate instruction.	less of the necessary depth needed for appropriate instruction.	of the necessary depth needed for appropriate instruction.	needed for appropriate instruction.		
Content endorses sound research-based practices.	The program utilizes 80% or more of current research-based practices.	The program utilizes 70% or less of current research-based practices.	The program utilizes 50% or less of current research-based practices.	The program does not utilize current research-based practices.		
Content is presented accurately and in an age-appropriate manner.	Materials reflect current content knowledge without content bias. Materials utilize cross-curricular references and experiences. Materials are age appropriate.	Materials have some content inaccuracies, but do not show content bias. Materials utilize some cross-curricular references. Materials are 70% age appropriate	Materials show many content inaccuracies and some content bias. Materials have very limited cross curricular references. Materials are approximately 50% age appropriate.	Materials have major content inaccuracies. Materials have no cross curricular references. Materials are not age appropriate.		
Content is engaging to the student.	80% or more of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Less than 80% of the materials and activities are interesting and engaging to the student promoting purposeful learning.	50% or less of the materials and activities are interesting and engaging to the student promoting purposeful learning.	Very little, if any, of the materials and activities are interesting and engaging to the student promoting purposeful learning.		
Content is differentiated to meet different abilities and needs.	There are appropriate accommodations for various developmental levels acknowledging prerequisite skills	70% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills	50% of the program provides appropriate accommodations for various developmental levels acknowledging prerequisite skills and knowledge.	There are few or no appropriate accommodations for various developmental levels with little acknowledgment of needed prerequisite		

	and knowledge.	and knowledge.		skills and knowledge.		
Review Category Physical Qualities	High Quality - 3	2	1	0	NA	Comments
Student materials provide appropriate print, illustrations and text features.	Student materials provide appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	70% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	50% of the student material provides appropriate use of font, illustrations and text features, (e.g., illustrations, graphs, tables).	The student materials lack appropriate use of font, illustrations, and text features, (e.g., illustrations, graphs, tables).		
Student materials provide table of contents, glossary, index, and etc.	Student materials provide necessary table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide some table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide a limited amount of table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.	Student materials provide very little, if any, table of contents, indices, glossaries, and other references to assist and guide students, parents, and teachers.		
Student materials are durable.	Student materials are securely bound and reinforced.	Student materials are adequately hardbound.	Student materials have secure bindings.	Student materials have inferior bindings.		
Teacher materials are easy to use.	Teacher materials are well organized with easy to read font and good correlation with student materials.	Teacher materials are organized with easy to read font, and follow correlation with student materials.	Teacher materials are somewhat organized with hard to read font and layout. Materials provide difficult to follow correlation with student materials.	Materials are disorganized with hard to read font for teachers. Layout provides little or no correlation to student materials.		
Teacher material is durable.	Teacher materials are securely bound and reinforced while staying open	Teacher materials are adequately hardbound while staying open and	Teacher materials have secure bindings but do not open and lay flat to facilitate	Teacher materials have inferior bindings but do lay flat to facilitate		

	and flat for teaching.	flat for teaching	teaching.	teaching.		
Review Category Technology Qualities	High Quality - 3	2	1	0	NA	Comments
Technology provided is user friendly.	Program provides menus that are easy to read and follow. Program is user-friendly to install and requires a minimal level of computer expertise. Manuals and directions are understandable.	Program provides menus that are generally easy to read and follow. Installation requires little computer expertise. Manuals and directions are simple to understand.	Program menus are easy to read. Manuals might have to be read in detail to understand operation of technology, (e.g., laser remote, software). Installation might require some knowledge or expertise. Manuals are included.	Menus are not descriptive and hard to follow. Installation requires expertise. No manuals or written instructional materials are provided.		
Technology provided enhances the learning experience.	Technology provided is appropriate giving additional support for student learning.	Technology provided is appropriate giving some additional support for student learning.	Limited technology is provided giving little support for student learning.	No technology is provided.		
Technology has quality audio/visual attributes.	Program provides high quality audio and visual effects.	Program provides good audio and visual effects.	Program audio and visual effects are of poor quality.	No technology is available.		
Review Category Ancillary Materials	High Quality - 3	2	1	0	NA	Comments
Student ancillary materials provide appropriate supplemental instruction.	Program provides high quality student ancillary materials that enhance and supplement the delivery of instruction.	Program provides adequate student ancillary materials to enhance and supplement the delivery of instruction.	Program provides some student ancillary materials that are of limited value to supplement and enhance the delivery of	The program provides no student ancillary materials or student ancillary materials are of such poor quality and have little		

			instruction.	correlation to learning objectives that they are of no value.		
Student ancillary materials are easy to access and utilize.	Student ancillary materials are easy to access, are durable and easy to utilize.	Student ancillary materials are easy to access, are somewhat durable requiring some modification to utilize.	Student ancillary materials are difficult to access and require modification to utilize.	Student ancillary materials are of such poor quality or difficult to prepare or access that they are of little or no value.		
Parent ancillary materials are appropriate and support desired student learning	Parent ancillary materials are appropriate providing good support for desired student learning through home activities, homework, and practice opportunities.	Parent ancillary materials are appropriate providing adequate support for desired student learning through a variety of opportunities and activities.	Parent ancillary materials are not always appropriate nor do they provide adequate support through a variety of opportunities for student learning.	There are no parent ancillary materials available.		
Review Category Assessment Materials	High Quality - 3	2	1	0	NA	Comments
A variety of assessment options are provided.	Program provides multiple assessment measures to monitor individual student progress at regular intervals.	Program provides some assessment measures to monitor individual student progress at regular intervals.	Program provides limited assessment measures to monitor individual student progress at regular intervals.	Program provides no assessment measures or measures are of such poor quality or correlation to student learning to be of any value.		

Assessment tools are appropriate to inform instruction and are aligned with the program, the Utah Core curriculum, and U-PASS.	Assessment tools are appropriate to inform the major areas of instruction and are aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform some areas of the instructional program and are adequately aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are appropriate to inform limited areas of the instructional program and are poorly aligned with the program and the Utah Core curriculum and U-PASS.	Assessment tools are not appropriate to inform areas of the instructional program and are not aligned with the program and the Utah Core curriculum and U-PASS.		
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Assessment tools are easily accessible and utilized.	Assessment tools are easily accessible with a limited amount of training or expertise.	Assessment tools are accessible with some amount of training or expertise needed.	Assessment tools are difficult to access and require extensive training.	Assessment tools are not accessible.		
Category Universal Access	High Quality - 3	2	1	0	NA	Comments

Program content accurately reflects diverse populations.	Program provides ways to adapt curriculum for all students, (e.g., special learning needs, learning disabilities, ELL, and advanced learners).	Program provides some ways to adapt curriculum to meet special learning needs of students.	Program provides limited strategies to assist special learning needs of students.	Program provides no strategies to assist special learning needs of students.		
Program contents provides for the development of healthy attitudes and values.	Program accurately portrays and promotes understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes some understanding of cultural, racial, religious and diversity in society.	Program accurately portrays and promotes a limited understanding of cultural, racial, religious and diversity in society.	Program does not accurately portray or promote an understanding of cultural, racial, religious and diversity in society.		

I have reviewed the above program and recommend the following use: (Choose one category only.)

- ☐ (1) Instructional materials are in alignment with content philosophy and instructional strategies of the Utah Core. Materials provide comprehensive coverage of course content and support U-PASS. Materials may be used for **primary course instruction**.
- ☐ (2) Instructional materials provide limited alignment with the Utah Core or U-PASS or have a narrow or restricted scope and sequence. Use of these materials must be supplemented with necessary missing program elements for effective instruction. Materials may be used on a **limited basis with accompanying plan** for use with additional appropriate materials to assure coverage of core requirements.
- ☐ (3) Materials are not for student instructional use, but may only be used only as **teacher resource material**.
- ☐ (4) Materials are aligned to the core, developmentally appropriate, may contain valuable content information, but are not intended to be used as the source for primary instruction, but **only as student resource material**.
- ☐ (5) Materials have been reviewed, but **not adopted** because of lack of alignment, inaccurate content, misleading connotations, undesirable presentation, or are in conflict with existing law and rules, or otherwise unsuitable for use by students. **School districts are strongly cautioned against using these materials**.
- ☐ (6) Materials were included in the publisher bid, but **not sampled** to the USOE or Textbook commission.
- ☐ **Materials were not reviewed**, but may be purchased in accordance with the law and Rule **277-469-6**: Advanced placement materials, International materials, concurrent enrollment materials, library or trade books, reference materials, teacher professional materials which are not components of an integrated instructional program. Galley proofs or unfinished copies are not reviewed.

Evaluator Signature(s): _____

Date: _____